**Year 5 2022 Curriculum & Assessment Plan ENGLISH**

| **Semester 1** | **Semester 2** |
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| **ENGLISH 8 h/w** | **CURRICULUM KNOWLEDGE** | **Imaginative focus: Very Short Stories**Texts*: Where will it End?, Too Late to Say, Who’s Resonsible?*Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612) Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798) Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)  | **Information and Persuasive focus: Identifying and countering points of view** Texts:*Grey-Headed Flying Fox , Flying Fox colonies should be relocated away from suburban areas, What’s the Fuss?, Australian White Ibis.*Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702) Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)  | Genre focus: Poetry from a specific time periodTexts:  *Clancy of the Overflow, Mulga Bill’s Bicycle*Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611) Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699)Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)  | **Imaginative focus : Transform from poem form to narrative**Texts: *Waltzing Matilda, The Man from Snowy River*Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608) Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers’ interpretations (ACELA1511) Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798) Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) | **Informative and Persuasive focus: Comparing the film and novel versions**Texts: *Matilda* – novel and film version Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610) Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609) Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795) | Genre focus: BiographyTexts: Biographical essay: Cathy Freeman, *Charlie Perkins, Helen Keller..*Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) |
| **KNOWLEDGE APPLICATION** | **R2L Teaching Cycle: Story**1. Preparing and reading
* Engage and interpret literature
* Prepare and read whole text/ chapter
1. Detailed Reading
* Recognise and comprehend patterns of literary language
* Highlight literary language patterns
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to create meaningful sentences
* Practise spelling and writing
1. Rewriting
* Use the same language patterns
* Write new setting, event or character
1. Joint Construction
* Use well written narrative models to write a short story
 |  **Teaching Cycle: Factual/ Argument**1. Preparing and Reading
* Read source texts about issues
* Paragraph-by-paragraph reading
* Highlight and discuss key information
* Make notes
1. Detailed Reading
* Recognise evaluative language patterns using key paragraphs from the model arguments
* Highlight evaluative language patterns
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to create meaningful sentences
* Practise spelling and writing
1. Rewriting
* Use same evaluative language patterns
* New issue and position
1. Joint Construction
* Deconstruct models of arguments
 | **R2L Teaching Cycle: Factual/Text Response**1. Preparing and Reading
* Learn field knowledge
* Paragraph-by-paragraph reading
* Highlight and discuss key information
* Make notes
1. Detailed Reading
* Highlight key information from the text and discuss in depth
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to create meaningful sentences
* Practise spelling and writing
1. Rewriting
* Make notes
* Write new sentences guided by the teacher
1. Joint Construction
* Reconstruct stages and phases in a group performance
 | **R2L Teaching Cycle: Story** 1. Preparing and Reading

Learn field knowledge Paragraph-by-paragraph readingHighlight and discuss key informationMake notes1. Detailed Reading

Highlight key information from the text and discuss in depth1. Intensive Strategies

Intensify the discussion of meanings and wordingsManipulate wordings to create meaningful sentencesPractise spelling and writing1. Rewriting (retell-summary of the text)

Use the same language patterns Write new setting, event or character1. Joint Construction

Use well written a models to transform a narrative poem into a story  | **Teaching Cycle: Factual/Argument**1. Preparing and Reading
* Read source texts about issues
* Paragraph-by-paragraph reading
* Highlight and discuss key information
* Make notes
1. Detailed Reading
* Recognise evaluative language patterns using key paragraphs from the model exemplar
* Highlight evaluative language patterns
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to create meaningful sentences
* Practise spelling and writing
1. Rewriting
* Use same evaluative language patterns
* New theme and position
1. Joint Construction
* Reconstruct a text interpretation on a familiar novel/film
 | **R2L Teaching Cycle: Factual**1. Preparing and Reading
* Learn field knowledge
* Paragraph-by-paragraph reading
* Highlight and discuss key information
* Make notes
1. Detailed Reading
* Highlight key information from the text and discuss in depth
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to create meaningful sentences
* Practise spelling and writing
1. Rewriting
* Make notes
* Write new sentences guided by the teacher
1. Joint Construction
* Reconstruct stages and phases of a biography

Use notes from paragraph-by-paragraph reading to organise information |
| **ASSESSMENT** | **Summative assessment:** * Written – very short story under exam conditions
 | **Summative assessment:*** Reading comprehension – information structures
* Written persuasion – letter to the mayor
 | **Summative assessment (Sem 2 report) :*** Spoken: group dramatic performance of a poem
 | **Summative assessment:*** Multimodal – transformation of a poem into a narrative
* Reading comprehension – social, historical contexts
 | **Summative assessment:*** Written – review (information and persuasion)
 | **Formative assessment :*** Written - biography for a specific audience
* Spoken – group discussion (culmination of informal speaking/listening program)
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| **Year level Moderation** | **School Moderation** | **Cluster Moderation** | **Year Level Moderation** | **Cluster Moderation** | **School Moderation** |
| **ACHIEVEMENT STANDARD** | **Receptive modes (listening, reading and viewing)**By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.**Productive modes (speaking, writing and creating)**Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning. | **Receptive modes (listening, reading and viewing)**By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.**Productive modes (speaking, writing and creating)**Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning. |

**Year 5 Curriclum & Assessment Plan MATHEMATICS**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **MATHEMATICS 5 h/w** | **CURRICULUM KNOWLEDGE** | **Unit 1:****Number and place value:**Make connections between factors & multiples; identify numbers that have 2, 3, 5, or 10 as factors; use rounding and estimating of whole numbers; represent multiplication using the split and compensate strategiy; choose appropriate procedures to represent the split and compensate strategy of multiplication; use a written strategy for addition & subtraction; round and estimate to check the reasonableness of answers; explore mental computation strategies for division; solve problems using mental computation strategies and informal recording methods; compare and evaluate strategies appropriate to different problems and make generalisations. **Fractions and decimals**: Use models to represent fractions; count on and count back using unit fractions; identify and compare unit fractions using a range of representations and solve problems using unit fractions; add and subtract simple fractions with the same denominator. **Data** **representation and interpretation:** Build an understanding of data; develop tehskill of defining numeraical and categorical data; generate sample questions; explain why data is either numerical or categorical; develop an understanding of why data is collected; choose appropriate methods to record data; interpret data; generalise by composing summary statements about data. **Chance**:Identify & describe possible outcomes; describe equally likely outcomes; represent probabilities of outcomes using fractions; conduct a chance experiment and appy undersatndings of probability and data collection to investigate the fairness of a game. **Using units of measurement:** Investigate time concepts and the measurement of time; read and represent 24-hour time, measure dimensions; estimate and measure the perimeters of rectanges; investigate metric units of area measurement; estimate and calculate area of rectangles.   | **Unit 2:****Number and place value:** Round and estimate to check the reasonableness of answers; explore and apply mental computation straetgies for multiplication and division; solData ve multiplication and division problems with no remaindrs; solve problems using mental computation strategies and informal recording methods; compare and evaluate strategies that are appropriate to different problems; explore and identify factors and multiples. **Fractions and decimals:** Make connections between fractional numbers and the place value system; and represent, compare and order decimals. **Location and transformation:** Investigate and create reflection, translation and rotation symmetry; describe and create transformations using symmetry; transform shapes through enlargement and describe the features of transformed shapes. **Shape:** Apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D representations. **Geometric reasoning:** Identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles. **Patterns and algebra:** Create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities. **Data representation and interpretation:** Explore methods of data representations to construct and interpret data displays, reason with data.  | **Unit 3:** **Money and financial mathematics:** Investigate income and expenditure; calculate costs; investigate savings and spendings plans; develop and explain simple financial plans. **Location and transformation:** Explore mapping conventions; interpret simple maps; use alphanumeric grids to locate landmarks and plot points; describe symmetry; create symmetrical designs and enlarge shapes. **Number and place value:** Round and estimate to check an answer is reasonable; use written straetegies to add and subtract; use an array to multiply one and two digit numbers; use divisibility rules to divide; solve problems involving computation and apply computation to money problems. **Using units of measurement:** Chooses appropriate units for length, area, capacity and mass; measures length, area, capacity and mass; finds perimeter; problem solves and reasons when applying measurement to answer a question. **Fractions and decimals:** Makes connections between fractions and decimals; compares and orders decimals. **Patterns and algebera:**Creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions; use number sentences to find unknown quantities involving multiplication and division.  | **Unit 4:** **Chance:** Order chance events; express probabilities on a numerical continuum; apply probability to games of chance; make predictions in chance experiments. **Data representation and interpretation:** Design data-collection questions and tools; collect data; represent as a column graph or dot plot; interpret data to draw a conclusion. **Using units of measurement:** Read and represent 24-hour time; convert between 12 and 24-hour time. **Number and place value:** Apply mental and written strategies to solve addition, subtraction, multiplication and division problems; apply computation skills; use estimation and rounding to check reasonableness; identify and use factors and multiples. **Money and financial mathematics:** Create simple budges; calculate with money; identify GST component of invoices and receipts; make financial decisions. **Geometric reasoning:** Estimate and measure angles; construct angles using a protractor. **Location and transformation:** Use a grid to describe locations on maps; describe positions using landmarks and directional language. **Fractions and decimals:** Recognise the place value system can be extended beyond thousandths; compare, order and represent decimals; locate decimals on a number line.  |
| **SKILL DEVELOPMENT** | * Timestables (x2 – x10)
* Factors
* Multiples
* Rounding to the nearest 10, 100, 1000, 10 000
* Identifying, representing simple fractions
* Add and subtract unit fractions
* Equivalent fractions
* Classify categorical and numerical data
* List possible outcomes
* Representing probability using fractions
* Read and represent 24 hour time
* Perimeter of 2D shapes
* Area of rectangles
* Converting units of measurement (length)
 | * Timestables (x2 – x10)
* Factors
* Multiples
* Rounding to the nearest 10, 100, 1000, 10 000
* Identify and represent decimals
* Place value (decimal numbers)
* Equivalent fractions and decimals
* Identify translation, rotation, reflection symmetry
* Connect nets of 3D shapes to 3D objects and vice versa
* Identify and classify benchmark angles (acute, obtuse, reflex)
* Classify categorical and numerical data
 | * Calcualte profit and loss
* Calculate income and expenditure
* Best value for money problems
* Identify translation, rotation, reflection symmetry
* Using directional language
* Timestables (x2 – x10)
* Rounding to the nearest 10, 100, 1000, 10 000
* Divisibility rules
* Area Model
* Convert units of measurement (length, capacity, mass)
* Find volume
* Perimeter of 2D shapes
* Area of rectangles
* Identify and represent decimals
* Place value (decimal numbers)
* Equivalent fractions and decimals
 | * List possible outcomes
* Representing probability using fractions
* Classify categorical and numerical data
* Convert 12 hour time to 24 hour time and vice versa
* Timestables (x2 – x10)
* Factors
* Multiples
* Rounding to the nearest 10, 100, 1000, 10 000
* Calcualte profit and loss
* Calculate income and expenditure
* Best value for money problems
* Identify and classify benchmark angles (acute, obtuse, reflex)
* Using directional language
* Identify and represent decimals
* Place value (decimal numbers)
* Order decimals (ascending and descending order)
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|  | **ACHIEVEMENT STANDARD** | Students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. Students interpret different data sets.Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals.Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data. | Students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operationsStudents connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry.Students use a grid reference system to locate landmarks. They measure and construct different angles. | Students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets.Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. | Students identify and describe factors and multiples.Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data. They convert between 12- and 24-hour time. |
| **ASSESSMENT** | **Multiplicative Reasoning and Fractions (summative)**Students solve multiplication and division problems by efficiently and accuarely applying a rnage of strategies, checking the reasonableness of answers, using estimation and rounding. Students locate, represent and compare and order fractions and add and subtract fractions with the same denominator. **Digging into Data (summative)** Students classify and interpret data and pose questions to gather data. **Chance Mathematical Guided Inquiry (formative)**Students use simple strategies to reason and solve a chance inquiry question.  | **Generation Geometry (summative)** Part A: Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representations. Part B: Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry. **Data Mathematical Guided Inquiry (formative)** Students use simple strategies to reason and solve a data inquiry question.  | **Patterns, Money and Numbers (summative)** Students continue patterns by adding and subtracting whole numbers, fractions and decimals and find unknown quantities. They apply a range of computation strategies to solve money problems and to plan and calculate simple budgets. **Year 5’s Great Garden (summative)** Students choose appropriate units of measurement for length, area, volume, capacity and mass. Students calculate perimeter and area of rectanges. **Measurement Mathematical Guided Inqiury (formative)** Students use simple strategies to reason and solve a measurement inquiry question.  | **What is the Chance of that? (summative)** Students mathematically describe chance expeirments involving equally likely outcomes and represent those outcomes. **Time, Factors and Multiples (summative)** Students convert between 12 and hour 24 hour time. They identify and describe factors and multiples of whole numbers. **Location Mathematical Guided Inquiry (formative)** Students use simple streatgies to reason and solve a location inquiry question.  |

**Yr 5 (Rotation B) Curriculum & Assessment Plan STEM**

| **Semester 1** | **Semester 2** |
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| **STEM**  | **Science****SCIENCE** **Curriculum Knowledge**  | **How does matter change, yet stay the same?** | **Will you Survive to thrive ?** | **What is our Place in the Solar System ?** | **Is our world changing?** |
| **Chemical Science** - Students broaden their classification of matter to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways.  | **Biological Science** – Students analyse the growth and survival of living things and how that assists them to survive in their environment. Students investigate the relationships between the factors that influence how plants survive in their environments.Students will use this knowledge in a design task to create a healthy meal to grow in a school garden. | **Earth and Space Science** - Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. **Excursion - Planetarium** | Students explain how natural events cause rapid changes to the Earth's surface and identify contributions to the development of science by people from a range of cultures. They identify how research can improve data. |
| **Assessment** | Tasks and activities for this unit will cover the following assessment criteria* Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks
* Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data
* Compare data and use as evidence in developing explanations
* Reflect on and suggest improvements to scientific investigations
* Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts
 | Tasks and activities for this unit will cover the following assessment criteria* analysis of how the form of living things enables them to function in their environments
* Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks
* Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using
* Compare data in developing explanations
 | Tasks and activities for this unit will cover the following assessment criteria* Science involves gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions
* Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate
* Compare data and use as evidence in developing explanations
* Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts
 | Tasks and activities for this unit will cover the following assessment criteria* Scientific knowledge is used to solve problems and inform personal and community decisions
* use a range of representations, including maps and graphs, to represent and describe observations, patterns or relationships in data.
* Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts
 |
| **STEM**  | **Technologies** | Harvesting good health- Will you survive to thrive?In this unit students will explore how competing factors and technologies influence the design of a sustainable service which provides a plant for the preparation of a healthy food product. This unit links with the Science unit Survival in the environment | **Digital technologies** – **How is Data changing our world?**Students explain how information systems meet needs. Students represent a variety of data types in digital systems. Students design and create an interactive spreadsheet and share information ethically. This unit links with the Science unit of Our Place in Space |
| **Assessment**  | Tasks and activities for this unit will cover the following assessment criteria* Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy
* Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions
* Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques
* Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions
* Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions
* Develop project plans that include consideration of resources when making designed solutions individually and collaboratively
 | Tasks and activities for this unit will cover the following assessment criteria* Examine how whole numbers are used to represent all data in digital systems
* Acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information
* Explain how student solutions and existing information systems are sustainable and meet current and future local community needs
* Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols
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| *Assessment of student learning will be Tasks gathered from completing a STEM portfolio.* | *Assessment of student learning will be Tasks gathered from completing a STEM portfolio.* |

 **Year 5 Curriculum & Assessment Plan HASS**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **HUMANITIES AND SOCIAL SCIENCES 2 h/w**  |  | **Unit 1: The development of voting rights in Australia (Year A Program)**Inquiry Question: How democratic is Australia and how do you change laws? | **Unit 2: (Year A Program)**Inquiry question: What have we learned from natural disasters and how does that shape how we live? |
| **CURRICULUM KNOWLEDGE**  | * The key values that underpin Australia’s democracy
* The key institutions of Australia’s democratic system of government and how it is based on the Westminster system
* The roles and responsibilities of Australia’s three levels of government
* The responsibilities of electors and representatives in Australia’s democracy
* Where ideas for new laws can come from and how they become law
* The contribution of individuals and groups to the development of Australian society since Federation
* Key figures, events and ideas that led to Australia’s Federation and Constitution
* Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children
 | * The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places
* The environmental and human influences on the location and characteristics of a place and the management of spaces within them
* The impact of bushfires or floods on environments and communities, and how people can respond
* The difference between needs and wants and why choices need to be made about how limited resources are used
* Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations
* How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs
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| **ACHIEVEMENT STANDARD** | By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia’s democracy and describe the roles of different people in Australia’s legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. | By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia’s democracy and describe the roles of different people in Australia’s legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. |
| **ASSESSMENT** | Assessment tasks:* + Stimulus activities reading time and sources
	+ Research Project investigating people and events that influenced the development of voting rights and citizenship
 | Assessment tasks:* Stimulus activities describing place and economy
* Research project investigating responses to natural disasters
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**THE ARTS**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **THE ARTS 1h/w (plus 30 m Music)** | **CURRICULUM KNOWLEDGE** | **Dance – Symmetry and Dance** Students respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme (meaning).Students:* explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations
* develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination
* perform dance using expressive skills to communicate a choreographer's ideas on symmetry
* explain how the elements of dance and production elements communicate ideas about symmetry by comparing dances from different social, cultural and historical contexts.
 | **Visual Arts – U1 - The animal within**Students focus on representation of animals as companion, metaphor, totem and predator.* Exploring the representation of animals by artists in three-dimensional form.
* Students:
* explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks
* experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view
* plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view
* compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning
 |
|  | **Summative Assessment: Collection of work – written response/ performance**  | **Summative Assessment: Focused analysis / work sample** |
| **Plus 30 m min** | MusicSing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.Use rhythm, pitch and form symbols and terminology to compose and perform music.Explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. Describe how their music making is influenced by music and performances from different cultures, times and places.  | MusicSing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.Use rhythm, pitch and form symbols and terminology to compose and perform music.Explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. Describe how their music making is influenced by music and performances from different cultures, times and places. |
|  | Formative assessment only | Assessment: Student solo with an instrument accompaniment. | Formative assessment only | **Assessment**: Group creation of a sound piece |

**YR 5 Curriculum & Assessment Plan HEALTH AND PHYSICAL EDUCATION / LANGUAGES**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **HEALTH AND PHYSICAL EDUCATION 2h/w** | **CURRICULUM KNOWLEDGE**  | Swimming Unit 1AquathonCross Country Preparation | Athletics:Athletic Development & TechniqueCross Country Preparations | Tennis Unit | Swimming Unit 2Foundation Life Saving |
| **ACHIEVEMENT STANDARD** | Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences. | Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences. | Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences. | Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences. |
|  | **Assessment:** Observations / checklists | **Assessment:** Observations / checklists | **Assessment:** Observations / checklists | **Assessment:** Swim and Survive level 5 test |
| **CURRICULUM KNOWLEDGE** | **U2 - Personal Social & Community Health: Healthy habits (T1)**Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing. Students:* understand the meaning of preventative health
* examine the role that preventative health has in maintaining health and wellbeing.
* explore a range of community resources and strategies aimed at supporting health and wellbeing.
* investigate healthy habits and strategies that promote and maintain health and wellbeing.
 | U3 – Personal, Social & Community Health: Multicultural Australia (T3)Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity through exploring the influence of people and places. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.* Examine how identities are influenced by people and places
* Plan and practise strategies to promote health, safety and wellbeing
* Identify how valuing diversity positively influences the wellbeing of the community
* Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours
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|  | **Summative Assessment: Focused analysis / work sample** | **Summative Assessment: Focused analysis / work sample** |
| **LANGUAGES 1.5hr/w** | **CURRICULUM KNOWLEDGE**  | Unit 1: About Me Students learn how to introduce themselves, ask simple introductory questions in German and express how they are feeling. Students learn to count to 100, express opinions about colours and learn about Australian-German cultural similarities and differences. | Unit 2: Fashion Show In this unit, students use German to describe the appearance of family members. They then communicate desciptions and opinions of fictional characters’ appearance and clothing. | Unit 3: In the RestaurantIn this unit, students will explore the concept of cuisine and learn about favourite German foods and common eating practices. In German, students will act out a scene in an imagined German restaurant. | Unit 4: My favourite roomIn this unit, students reflect on what makes a place or space a personal favourite. Students examine the genre of the magazine article and apply the conventions of this text type.  |
| **ACHIEVEMENT STANDARD** | In this unit, students learn how to communicate in complete sentences. Students will learn how to ask questions in familiar contexts and use simple vocabulary to express feelings and make statements. When speaking German, students use appropriate intonation and pronunciation. Students gather and compare information and can explain aspects of and make connections about German language and culture. | Students use written and spoken German to relate information and express feelings using descriptive and expressive vocabulary in complete original sentences in present tense to make statements. They use and convey information and opinions to suit a specific audience and purpose. They identify and apply some of the systematic sentence structure and word order rules of German. | Students carry out transactions in German, interacting using expressive language to share information and ask simple questions. Students produce original sentences in present tense using limited modal verbs. They create a bilingual menu. They explain aspects of how German language and culture is influenced through borrowed words | Students use descriptive and expressive vocabulary, including adjectives to express feelings and make statements and convey information and opinions in a format to suit a specific audience and purpose. They apply the conventions of the commonly used text type – the magazine article - and identify differences in language features and text structures. |
| **ASSESSMENT** | Collection of work: *speaking,* *reading, writing, reflecting* Students exchange information about themselves in a spoken German conversation. They gather and compare information from a reading text, identifying connections between culture and language. | Collection of work: *writing, speaking and reflecting*Students write descriptive information about family to share with peers. They use German sentence structures and word order rules to describe what a character is wearing at a class fashion show. | Collection of work: *speaking, writing*Students create a bilingual menu in German, write a role play in a restaurant and perform it. They reflect on cultural differences of the language of food and drink. | Collection of work: *writing and analysing*Students produce an article featuring their favourite place, space or room for a German youth magazine. Students identify text structures and language features they have used. |
| **Excursion** |  | P |  | **Year 5 camp****PEEC**  |